

LEOJEAN FURNISHES "FINISHING" COURSE

This College Offers Exceptional Preparatory Course for Girls.

Besides a "finishing course" for high school graduates and others who wish to further their education away from home and receive the benefits of a "finishing" school, the Leojean College offers exceptionally complete academic and college preparatory courses for young women.

The purpose of this school is to prepare young women for their places in the home and in society. Effort is made to create an atmosphere so stimulating that there will be cheerful, ready, and unselfish obedience to the rules of good conduct and good breeding; to develop and enlarge their minds and hearts, and to instill the sense of personal responsibility so earnestly that the students will realize that the good name and work of the seminary are in their keeping, and that as true American girls, they are co-workers with the faculty.

The buildings are provided with the best modern appliances for heating, lighting, and sanitation. Every room is cheerful, pleasant, daintily and well furnished. The library has a collection of carefully chosen works of poetry and fiction, and is also provided with the leading weekly and monthly magazines, enabling the students to familiarize themselves with the best current literature. Nothing is considered unimportant in the surroundings of the students which will contribute to their happiness or culture.

The work is arranged for four different classes of students. First, those desiring to complete academic and collegiate work; second, those desiring to prepare for college; third, those desiring to supplement former study by specializing in a finishing school, and fourth, those desiring to take a special or post-graduate course.

The school makes a feature of familiarizing its students with the leading political questions of the day. Frequent talks are given on political issues and current events. Such talks are made impressive by frequent visits to the Capitol when important bills are under discussion, and when prominent orators are scheduled to speak.

Students are taught plain and fancy cooking, to purchase supplies, and also the arrangement and serving of tables for daily life and social functions.

Which High School Course for Your Girl or Boy?

Hints for the Practical Guidance of Parents in Directing the Education of Their Children at the Most Important Stage.

By A WASHINGTON SCHOOL TEACHER.

When a group of girls and boys entering one of our local high schools is asked, as I have frequently done, "Why did you select this particular high school?" the answers received are often astounding. A number, guided possibly by an older brother or sister and sometimes by a parent, do have rather definite and good reasons for the choice they have made, but on the other hand, many will give such unsatisfactory answers as, "My cousin went to —" and didn't like the teachers, so I decided on this school," or "My eighth grade teacher thought this would be a good school for me," or, "Well, John Smith was coming here, so I came, too." Often, too, one hears, "Oh, — has such a fine reputation in athletics that I wanted to go there." Such answers as these often made me wish that I could ask the different Washington parents each fall, "Do you really know why your child has selected such and such a high school?"

The mistake of selecting the wrong high school, however, is not made nearly so often as the mistake of choosing the wrong high school course. Many parents, after allowing their children to decide, without any home guidance whatsoever, on the high school to be attended, think that all the work is over. On the contrary, it has but just begun. Every high school in our city, whether it be a business, technical, or an academic one offers a distinct number of courses, each with a different aim in view. The average student entering high school is too young, or too thoughtless, as the case may be, to take these different courses into consideration. Many a time I have had a pupil say to me upon graduating:

"How I wish I had taken a different course. I wish I could have understood conditions when I entered high school as I do now."

In every high school the principals try each fall to explain to the newcomers the aims and purposes of the different courses, but the excitement of entering a new school, the new faces and new conditions frequently confuse the pupil, and without due regard to whether or not the course is a suitable one the new work is begun.

There will doubtless be many objections made to that statement, yet when I see large numbers of third and fourth-year high school students year after year going to private teachers and paying dearly for private lessons, because they find that unless they do so they will not be prepared for the work which

they wish to do, and when I see pupils wasting good years taking post-graduate courses, I am tempted to think that it is high time that the parent did his and her work.

How many boys and girls of the high school are do know definitely just what they want to do after leaving school? Very few. I have in mind a boy who entered one of my classes three years ago. The lad, who was a mischievous scamp of fifteen, had selected that particular school because some of his "buddies," as he called them, were going there. The course, one chosen apparently at random, did not interest him, and his progress was far from rapid. Finally the father was sent for, and the situation was explained.

"Oh, well," was the reply, "the boy is young and has to have his fun. I never could study at that age, either. It doesn't make any difference if he doesn't study now. He'll find himself in a few years."

I tried to argue the matter, presenting the boy's case as diplomatically as possible, but it was useless. Before the end of the year, "Tom," who was really a bright boy, had left school. Since that time his career, which I have followed with interest, has been somewhat checkered. The other day I learned that he is working in a menial position in a stable. Thus he has "found himself."

Oh, the pity of it!

On the other hand, take an entirely different case, that of a young girl whose parents told her when she entered high school that she must take a course which would prepare her for college. Her people selected a suitable college, sent for a catalogue, and noted the entrance requirements. Protesting vigorously that she would rather wash dishes all her life than go to college, the girl, then fourteen, was compelled to take the course that was required for college entrance. After a year's hard work the prospects against college gradually faded; indeed, the girl began to take a certain pride in the fact that she was going to college. The habit of studying, forced upon her at first, gradually became a fixed one, and today that same girl, having completed her college course, is head of the mathematics department in a large high school. These are by no means extreme cases. They are but two of similar cases that have come directly under my notice. It is almost needless for me to add that a little parental advice given in a firm manner at the right time has always borne good fruit.

"But," some one may object, "you are advocating a college career, rather than the selection of a suitable high school course."

No. Most emphatically, no. It is only that I feel, and I am sure many of our high school teachers will agree with me, that if it is at all possible the pupil should know in a fairly definite way just why he is in school and what is expected of him.

At the same time I should like to add just a word about colleges. Many of our pupils leave us without even a thought of college, enter into different lines of work and become successful. However, I have seen only too often that girls and boys who enter high schools with no thought of college, and take the first course suggested to them, decide after two or three years of high school work that they will go to college. Then college catalogues are consulted and the pupil frequently finds to his dismay that he has taken the wrong subjects, and that college for him means much private tutoring at great expense. During the past year, no less than nine such cases have come directly under my notice. It makes one think that it is about time that parents were helping their children in the selection of school courses. And it is not only the great waste in money which should be considered, but the great waste in time as well. Think of having a boy enter college at twenty or twenty-one, when he had been started properly, he might just as well be graduating. If then there is even a remote possibility of your child entering college, see to it that he takes the necessary subjects the first year he is in high school. If you do not understand the entrance requirements as stated in the college catalogues, the high school principals and teachers are always able and willing to aid you. Or, in case there is no prospect of your child going to college, consider carefully the advantages of the different high schools, and their different courses, and then select that school and that course which will eventually mean the most to your child.

It is not my purpose to explain in detail the different courses offered, nor to suggest to any parent that a particular course be followed. Each parent knows far better than any teacher the individual needs of his child. If parents would make inquiries about these courses and then consider them carefully they would then be in a position to advise their children. I cannot urge this too strongly upon parents, for I feel sure that if it were done our high schools could do far more efficient work and the pupils would receive far more benefit than they do at present.

The second in this series of school articles will appear in next Sunday's edition of The Washington Times.

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Occupying an entire building at New York Avenue and Eleventh Street, the Drillery claims to have the largest corps of experienced instructors of any business school in Washington.

Within the last year the school has been placed under the management of John F. Bethune, who has been a shorthand writer at the United States Senate for the last ten years and an instructor at the school for a number of years. Under Mr. Bethune's personal direction the work of the school has been materially broadened, new courses of study added, and the institution made a modern school for drilling and preparing for commercial work.

"Thoroughness" is the motto of the Drillery, and this is the principle on which the school is conducted and which the instructors say is the secret of its great success. The necessity of "thoroughness" in every line of work is made evident by the instructors in all the classes. Business men know the necessity of this quality and deplore the lack of thoroughness in many young men and women who present themselves for clerical positions.

Preparation for civil service examinations is one of the specialties of the Drillery. Special courses are arranged to prepare for the different examinations, and students from the Drillery have passed all.

The Drillery also conducts a correspondence course in all its branches. The commercial and bookkeeping department has been placed under the direction of an experienced accountant and auditor. Actual business transactions are used in the classes, and the pupils keep sets of books similar to those used by a large business house. All the principles of bookkeeping and auditing are taken up and followed out in systematic order, so that the student is qualified to open a set of books or step in and take up the work of another bookkeeper. Students may continue their courses through the highest forms of accounting.

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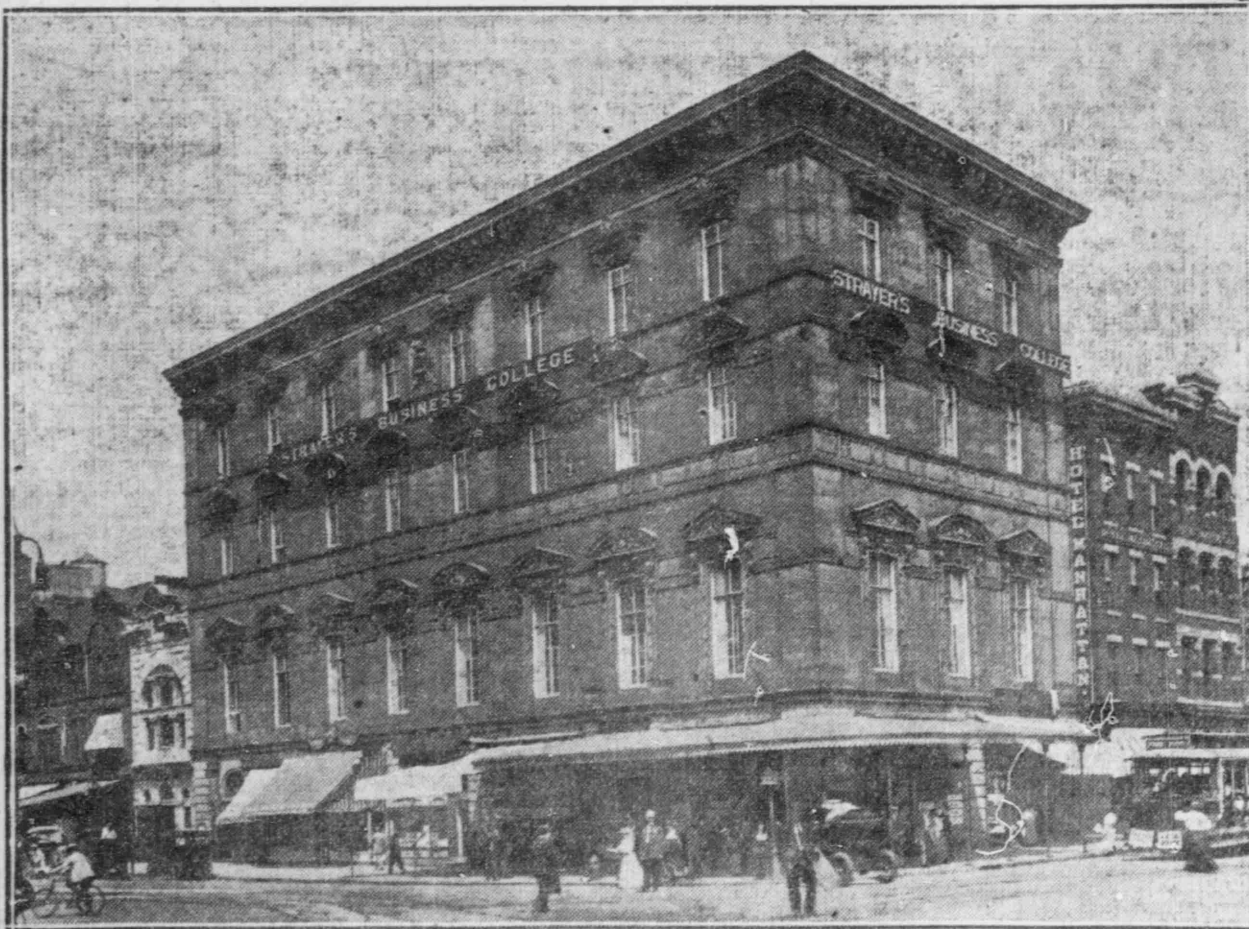
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